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ABSTRACT

In accordance with Florida statutes, the state's Division of Community Colleges conducted a program review of teacher education in Florida's community colleges. Two questions were examined: (1) What role does the community college system currently play in teacher preparation and continuing education? and (2) What role should the community college system play in the state's effort to deal with the problem of teacher supply and demand? The six consultants employed by the Division of Community Colleges visited all 9 of the state universities, 15 of the community colleges, and 15 of the school districts in the state, deriving observations, findings, and recommendations from the visits. Study findings included the following: (1) community colleges were deeply involved in a full range of teacher education activities, but there was an almost total absence of systematic planning and coordination at the state and local levels; (2) approximately 49% of the teachers receiving teacher training in Florida's public universities did so after attending a Florida community college; (3) community colleges will remain the primary entry point for Florida's postsecondary students for the foreseeable future; (4) community colleges varied dramatically with respect to their curricula for future teachers; (5) community colleges were underutilized as resources for inservice teacher education; and (6) the consultants identified needs for local determination of appropriate inservice activities, for clarifying recertification rules, and for an increase in resources to provide adequate support for inservice projects provided by community colleges. The study report includes a chart presenting the consultants' recommendations, along with staff comments, actions recommended for the State Board for Community Colleges, implementation action and date, and follow-up activities. (EJV)

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A Florida Community College Teacher Education Review:

The Role of Florida Community Colleges in Teacher Education

Summer 1985

A Florida Community College
Teacher Education Review

The Role of Florida Community Colleges in Teacher Education

Division of Community Colleges
Department of Education
Summer 1985

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PREFACE

In accordance with Florida Statutes, Chapters 240,311(3)(c) and 240.311(4), the Program Review Steering Committee of the State Board of Community Colleges directed the Division of Community Colleges to conduct a program review of teacher education in Florida's community colleges.

Teacher Education activities were recommended for the following reasons:

1. Florida's community colleges are the primary point of entry for students seeking the baccalaureate degree.

2. Over the next decade or two, Florida faces a critical shortage of teachers. The shortage will be acute in the areas of special education, mathematics, science, English, and foreign languages.

3. The majority of students in the State University System's colleges of education are community college transfers.

4. Most of the general education course work completed by education majors is done at the freshman and sophomore levels. Since most of the education majors are community college transfers, most of the general education course work is taught in community colleges.

5. In the case of elementary education majors, almost all of the junior and senior years are devoted to courses in pedagogy. What exposure elementary education majors get in general education courses will most likely occur in the community college environment.

6. No clear state policy has been established that would delineate the community colleges' role in providing preservice and inservice education experiences for education majors or working teachers. In the case of preservice education, relationships between the colleges and universities vary from close cooperation to superficial transfer relationships that do not attempt to coordinate lower-level and upper-level experiences. The geographic dispersion of the colleges, 28 colleges, 54 campuses, makes the college a convenient site for in-service education whether the actual instruction is done by university or community college personnel. Approximately 25% of the recertification courses evaluated by the Department of Education (DOE) Office of Teacher Education, Staff Development and Certification are courses taken from community colleges.

7. In 1983, both the Postsecondary Education Planning Commission and a special legislative task force conducted studies of teacher education. Both groups concluded that there needs to be a clarification of the role of community colleges in teacher education.

8. The Florida legislature in the 1983 and 1984 sessions passed major teacher education reform bills, including the funding of programs which involve community colleges in inservice training activities.

9. The Board of Regents will conduct a program review of teacher education in 1984-85.

Review Coordination

Coordination of the program review in teacher education was assigned to personnel from the Division of Community Colleges, Bureau of Program Support and Services. Procedures and processes used in the review were reviewed by the Program Review Steering Committee.

Review Objectives

The purpose of the review of teacher education activities in community colleges was to examine specific areas of concern that may result in state policy recommendations by the State Board of Community Colleges. Concerns to be included in the review were:

1. A delineation of the number and kinds of professional teacher education courses and experiences that should be taught in community colleges.

2. A delineation of the general education curriculum appropriate to elementary and secondary teachers.

3. The role of the community colleges in providing preservice and inservice education for all teachers.

4. The extent to which there should be exchanges of faculty and facilities to provide preservice and inservice instruction.

5. The role of the community colleges as recruiters of teacher education students, including incentives to community college students planning to major in teacher education programs.

6. The role of the university colleges of education in providing inservice education experiences for community college instructors and administrators.

7. The role of community colleges in providing expertise to assist in the evaluation of faculty, programs, and courses.

8. The role of community colleges in providing technical assistance to the school districts.

PROCESS FOR THE REVIEW OF THE ROLE OF FLORIDA'S COMMUNITY COLLEGES IN TEACHER EDUCATION

Dr. Marilyn C. Beck, Dean of Academic Affairs, Lurleen B. Wallace State Junior College, Andalusia, Alabama; Dr. S. V. Martorana, Professor of Higher Education and Research Associate, Pennsylvania State University, University Park, Pennsylvania; Dr. Daryle Cline May, Director of Teacher Education, Jacksonville University, Jacksonville, Florida; Dr. William McFatter, Superintendent (retired), Broward County Schools, Ft. Lauderdale, Florida; J. Arthur Taylor, Director, Division of Certification, North Carolina State Department of Public Instruction, Raleigh, North Carolina; and Dr. J. Foster Watkins, President, Gainesville Junior College, Gainesville, Georgia were employed by the Division of Community Colleges during the months of January, February, and March of 1985 to:

1. Make an analysis of the role of Florida's public community colleges in providing educational services to potential teachers, teachers, and school districts in Florida;
2. Make an analysis of the relationship between Florida's community colleges and the State University System in the area of teacher education; and
3. Provide the Division with a report of their findings and recommendations for improvements.

The review was conducted in the following manner:

1. The consultants came together in December to meet one another and to meet members of the Division of Community Colleges. Additionally, the initial meeting served as a starting point to discuss the issues identified by the Division of Community Colleges as issues pertinent to the role of Florida's community colleges in teacher education.

2. The consultants returned to Tallahassee in January and held discussions with the Commissioner of Education, Ralph D. Turlington, and other state policy makers.

3. For visitation purposes, the state was divided into six areas. Consultant teams, consisting of two consultants per team, visited each of the six areas during January and February. All nine of the state universities were visited, fifteen of the colleges were either visited or sent representatives to area meetings, and fifteen school district administrative offices were visited.

4. The full team came together for three days in early March. They met with the lead consultant of a Board of Regents (BOR) review team that was examining teacher education. After their discussions with the BOR consultant, they wrote a preliminary draft of their observations, findings, and recommendations. An oral report of this preliminary draft was delivered to the Community College Council on Instructional Affairs.

5. After editing the preliminary draft of the report, the consultants submitted a final report and recommendations to the Division of Community Colleges.

6. The final report and recommendations were submitted to the State Board of Community Colleges (SBCC) Program Planning Committee on June 6, 1985. The Program Planning Committee approved the recommendations, the recommendations for SBCC action, and the schedule for follow-up reporting. The SBCC approved the recommendations, action plan, and reporting schedule on July 12, 1985. The following matrix is a display of the recommendations, action plan, and reporting schedule.

CONSULTANT RECOMMENDATION	STAFF COMMENT	RECOMMENDED SBCC ACTION	IMPLEMENTATION ACTION & DATE	FOLLOW-UP REPORT TO THE SBCC
Marketing the profession and recruiting capable students into teaching.				
1.a. Improve public school salaries and working conditions.	Concur. This is a stated goal of the DOE and the SBE.	Adopt recommendation in support of the goal directed to the Commissioner.	June, 1985	January, 1986
1.b. Provide scholarships, loan forgiveness, and tuition reductions at the freshman/sophomore level to students who plan to enter teacher education. Consider expanding and marketing these incentives to students outside the State of Florida. Currently, the Scholarship Program for Critical Teaching Areas in Section 240.4062, Florida Statutes, limits assistance to students at the junior/senior level. It is suspected that otherwise qualified freshmen and sophomores who are prevented from taking advantage of this source of financial aid choose other career fields. The review team supports legislation like Senate Bill 136 (House Bill 121), the Chappie James Scholarship, that has been prefiled for consideration by the 1985 Legislature but recognizes that this bill, by itself, will not deal with current and future crisis in providing quality teachers for Florida's classrooms.	Concur.	Continue to support legislation to this end already filed (HB 121).	Part of 1985 session SBCC legislative program.	
1.c. Use, more systematically, the College Work Experience Program in Section 240.604, Florida Statutes, to enable students to work in schools to determine their interest in teaching. The team observed examples of effective use of the Public School Work Experience program at Miami-Dade and Broward Community Colleges and Chipola Junior College.	Concur.	Adopt recommendation.	Disseminate to the colleges statute and rule via Executive Director's July, 1985 memorandum.	
1.d. Conduct a statewide publicity campaign that emphasizes the positive aspects of the teaching profession. Possible models for such a publicity campaign are the advertising campaigns used by the armed forces and the Florida Division of Tourism.	Concur.	Adopt recommendation and recommend such a campaign to the Commissioner of Education. Suggest the establishment of an interdivisional task force by the Commissioner on teacher recruitment.	Memorandum to the Commissioner from the Executive Director, July, 1985.	

CONSULTANT RECOMMENDATION	STAFF COMMENT	RECOMMENDED SBCC ACTION	IMPLEMENTATION ACTION & DATE	FOLLOW-UP REPORT TO THE SBCC
1.e. Appoint a liaison person at each community college to coordinate public school and community college activities, to work with the Future Teachers of America organization, and to provide counseling and advising for students in teacher education. Valencia Community College has a program worth emulating.	Concur.	Adopt recommendation and recommend such action to the colleges.	Memo from the Executive Director to the Presidents, July, 1985.	
1.f. Greater use of the cooperative education model. Whereas the cooperative education model has been used to place students in business and industry settings, there are no restrictions preventing the placement of cooperative education students in school settings.	Concur.	Adopt recommendation and recommend such action to the colleges.	Memo from the Executive Director to the Presidents, July, 1985.	
1.g. Provide planned program opportunities for paraprofessionals, including teacher aides, child development associates, and library/media aides, recognizing the career ladder aspects of these programs.	Concur.	Adopt recommendation and recommend such action to the colleges.	Memo from the Executive Director to the Presidents, July, 1985.	
1.h. Continue to support that part of the traditional mission of the community colleges that recognizes the colleges as institutions of postsecondary education where the students of sound potential but poor prior preparation will have an opportunity to improve their academic skills. While recognizing the need to enforce standards that ensure quality teachers for Florida's classrooms, the community colleges must never neglect their mission in working with students who have academic capabilities but inadequate preparation for college study, whether for reasons of poor high school education, recent entry into the country, or whatever. Since almost half of Florida's classroom teachers started their college careers in community colleges, the community colleges have proved their worth in producing students who otherwise might have missed the opportunity to become teachers.	Concur.	Adopt recommendation and continue to support EA/EO goals. Defend remedial instruction as appropriate instruction in community colleges.	Continuation of on-going efforts.	

CONSULTANT RECOMMENDATION	STAFF COMMENT	RECOMMENDED SBCC ACTION	IMPLEMENTATION ACTION & DATE	FOLLOW-UP REPORT TO THE SBCC
1.i. Establish a central contact and referral service for professional educators desiring employment in Florida schools.	Concur.	Adopt recommendation and support legislation to this end.	Part of 1985 SBCC session legislative program.	
1.j. Identify target groups, i.e., teacher aides, preschool aides, preschool teachers, and school volunteers, whose members might be attracted into teaching as a profession and who with appropriate further preparation could qualify for certification.	Concur.	Adopt recommendation and recommend such action to the colleges.	Memo from the Executive Director to the Presidents, July, 1985.	
1.k. Develop a cooperative strategy with local educational agencies and universities to identify minority students who could be encouraged to become teachers. Such efforts should include special mentoring. A possible model for such activities would be the Upward Bound Program or the College Outreach Program included in the 1983 Raise Bill.	Concur.	Adopt recommendation and recommend such action to the colleges. Suggest to the Commissioner to include idea as part of task force on teacher recruitment (see recommendation 1.d.).	Memo from the Executive Director to the Presidents, July, 1985. Include in memo to the Commissioner under recommendation 1.d.	
Preservice teacher preparation.				
2.a. Develop a state policy which defines teacher education broadly as including a strong general education component, extended study in the teaching disciplines, and an appropriate professional education component which focuses upon the teaching-learning process.	Concur.	Recommendations 2.a. through 2.f. should be approached through a joint task force of the DOE, SBCC, and BOR. Recommend formulation of a task force under the Articulation Coordinating Committee. (Task forces in other areas have been established under the Articulation Coordinating Committee in the past.)	Memo to the Commissioner to request consideration of Articulation Coordinating Committee. Task force to address recommendations. June, 1985.	
2.b. Each college should develop an introductory/exploratory course in education that includes a clinical element. The course should be developed with the close collaboration of the State University System colleges of education and should carry transfer credit to be applied to the professional studies (pedagogy) portion of the student's teacher education program.	Concur.			

CONSULTANT RECOMMENDATION	STAFF COMMENT	RECOMMENDED SBCC ACTION	IMPLEMENTATION ACTION & DATE	FOLLOW-UP REPORT TO THE SBCC
2.c. Encourage collaboration between community colleges and universities (colleges of education and arts and sciences) to define and strengthen the general education core appropriate for students who plan to teach.	Concur.			
2.d. Encourage articulation between community colleges and universities to define and strengthen the content or subject matter preparation of future teachers, particularly of elementary school teachers.	Concur.			
2.e. Encourage collaboration between community colleges and universities to provide career advisement for prospective teachers. Both the University of North Florida and the University of South Florida have exemplary university career advisement programs. Among the community colleges, Chipola Junior College has been very active in developing an effective teacher education advisement program.	Concur.			x
2.f. Recognize that there are various approaches to teacher preparation that represent different or experimental modes. In the development of these approaches, every effort should be made by the universities to involve public school, community college, and university personnel, with particular attention to the transfer, articulation, and counseling concerns of community colleges.	Concur.			
<u>Inservice and continuing teacher education</u>.				
3.a. Support statutory changes reflected in House Bill 120 which would effect the full participation of the community colleges as equal partners in teacher education center activities and in the recertification of teachers.	Concur.	Adopt recommendation and support legislation to this effect.	Part of 1985 session SBCC legislative program.	

CONSULTANT RECOMMENDATION	STAFF COMMENT	RECOMMENDED SBCC ACTION	IMPLEMENTATION ACTION & DATE	FOLLOW-UP REPORT TO THE SBCC
3.b. Provide sufficient funding of teacher education centers so that school districts can contract for services through community colleges to the same extent as through universities. Without additional funding, the full potential of community colleges as providers of subject matter courses cannot be realized.	Concur.	Adopt recommendation and support legislation to this effect.	Part of 1985 session SBCC legislative program.	
3.c. Conduct systemwide training sessions under the direction of the DOE Office of Teacher Education, Staff Development, and Certification to clear up any misunderstandings that may exist concerning what courses may be used for the recertification of teachers.	Concur.	Request the Office of Teacher Education, Staff Development and Certification to conduct such training for community colleges.	Memorandum to the Commissioner from the Executive Director requesting a special training program. Memo to the colleges from the Executive Director encouraging better participation in training activities already on-going. July, 1985.	
3.d. Continue to expand joint ventures like the Summer Institutes for Mathematics, Science, and Computer Technology as called for in the 1983 Raise Bill. New joint ventures should include summer institutes in foreign languages, natural sciences, high techology, and humanities.	Concur.	Adopt recommendation and propose legislation in 1986.	Make this part of 1986 SBCC legislative program. Fall, 1985.	
3.e. Within general policy and guidelines for recertification of teachers, responsibility for approval, design, and implementation of activities qualifying teachers for recertification should be assigned to the district school boards, subject to periodic audit by the Department of Education. Such a shift in assignment would allow school districts to tailor inservice activities to fit their unique needs. Additionally, local approval would eliminate the long delays associated with course approval at the state level.	Do not concur.	Adopt: Request that the Commissioner place this problem as a high priority for resolution and consider the consultants' recommendation as one possible solution. A second solution to be considered would be the provision of sufficient manpower and computer support to the Office of Teacher Education, Staff Development and Certification to enable it to respond to requests at a greatly increased speed.	Memorandum from the Executive Director to the Commissioner, July, 1985.	

CONSULTANT RECOMMENDATION	STAFF COMMENT	RECOMMENDED SBCC ACTION	IMPLEMENTATION ACTION & DATE	FOLLOW-UP REPORT TO THE SBCC
3.f. Nonduplicated, content courses taken at the community colleges by elementary teachers should be treated as "in field" and should not have to quality as "basic" for extension purposes. Elementary teachers should not be limited as to the number of content courses taken at the community college level that can be used for certificate extension.				
3.g. Universities and community colleges should cooperate to provide high school science teachers with courses at the community college site to upgrade laboratory teaching competencies, when such sites constitute the most convenient access. This model should be applied in other critical areas of need as identified.	Concur.	Adopt recommendation and recommend such action to the colleges and the BOR for the universities.	Memo from the Executive Director to the Presidents, August, 1985.	

Introduction

The current and accelerating teacher shortage in Florida is well documented by the report, Teacher Supply and Demand in Florida: Third Annual Report, issued by the Florida Department of Education in September, 1984. This report points out that in 1985-86 Florida will need 8,000 additional teachers while graduating only 3,200. In addition, there are 3,400 current teachers who are teaching out of field.

Compounding this shortage in the next fifteen years, 1985 through the year 2000, will be an increase in K-12 student enrollment and a corresponding decrease in the number of persons in the 22 to 29 age group that provides most of the teachers. The 22-29 age group pool of out-of-state teachers on which Florida has relied for 64 percent of its teachers is expected to decrease at an even faster rate than the in-state pool. The poor match of potential teachers to subject areas, the increasing professional opportunities for women and minorities, and Florida's rising standards for teachers will further complicate the supply and demand ratio.

Clearly, Florida faces a problem of such magnitude that an extraordinary response on the part of the State and the education community will be required if public school classrooms are to be filled with qualified teachers through the year 2000.

The role that community colleges play in the preservice and the inservice education of teachers is ill defined. In fact, community colleges, universities, and public schools, with rare exception, perceive community colleges as performing a negligible role in teacher preservice and inservice education. This perception permeates attitudes, relationships, procedures, policies, funding, access, student incentive programs, etc. in a manner that tends to preclude community colleges from assuming a significant role in teacher preparation and continuing education.

Although thought to have little involvement in teacher education, an examination shows that community colleges in reality are heavily involved in teacher education in major ways. They are involved by virtue of the institutional role of undergraduate education for teachers. Upwards to approximately 49 percent of the students in teacher education programs in Florida's public universities come through the community college system. Community colleges are involved further through the initiatives of individual institutions and public schools in collaborative efforts in the inservice and in the continuing education of current teachers. The incongruity between perceived lack of involvement and the fact of extensive involvement without institutional identification and formal structure led the Division of Community Colleges to examine two questions:

1. What role does the community college system currently play in teacher preparation and continuing education?

2. What role should the community college system play in the State's effort to deal with the problem of teacher supply and demand?

With an issue this broadly based, it is inevitable that findings and recommendations will affect agencies and institutions other than community colleges. It is hoped that they will be accepted in the spirit of a sincere and positive effort to enhance the total education community and to deal with a state problem of major proportions that cannot be isolated to one segment of the education community.

The associate in arts degree, with its emphasis on general education in the arts and sciences and introductory career exploration opportunities, is the most important and significant involvement of community colleges in the preservice education of teachers. Completion of an associate in arts degree program in a community college should be recognized as an integral and necessary component of teacher preparation. Efforts in some Florida institutions to treat the associate in arts degree as isolated from a comprehensive teacher preparation program are reinforced by the tendency to treat teacher preparation as an exclusive function of the upper division teacher education program. It has led to the erroneous perception that community colleges are not involved significantly in teacher preservice education and, therefore, have little to offer in continuing the education of teachers. This misconception and related practices have resulted in a tragic underutilization of community colleges in the broad spectrum of filling the classrooms of Florida with quality teachers. All segments of the education community, K-12 through the university system, should be working to strengthen the associate in arts component of teacher preparation and to dispel the myth that community colleges assume little or no role in teacher education.

All segments of the education community should be involved in collaboratively examining this research and identifying the four or five-year spread of experience necessary to develop these competencies. Institutions should develop comprehensive programs to deliver this experience to current and future teachers. To not do this in a prompt and efficient manner will obstruct Florida's effort to meet the emerging teacher supply and demand crisis by finding sufficient qualified teachers to staff its classrooms.

Research has gone far toward identifying the competencies necessary to successful teaching. In view of this, it would seem that unnecessary confusion exists as to what teacher preparation and continuing education programs should consist of and that this confusion is harbored to a great extent under the guise of diversity and experimentation. This has contributed to problems of:

1. Uncertainty on the part of students in developing courses of study.

2. Increased financial impact on students in reaching the first level of eligibility to teach.

3. Difficulty on the part of community colleges in articulating programs and in counseling students.

4. Economic impact on school districts in the areas of inservice and teacher support services.

5. Lack of clarity in the preservice and ongoing credentialing of teachers.

6. The incompatibility that exists between the courses of study required of future and current teachers, as well as the current and evolving career choices and the salary and rewards structure in public school systems.

After identifying the problems, the consultants will offer suggestions for solving these problems in the recommendations section of this report.

General Observations

General observations are presented to introduce specific findings and comments in the three categories of: (1) the marketing of teaching as a career option and the recruitment of prospective teacher education students; (2) teacher preservice preparation; and (3) the continuing inservice preparation of teachers. The observations generally have confirmed the reasons and concerns which were the basis for the review as discussed in the introductory section of this report:

1. The image of teaching as a promising career option suffers at all levels of education with the general public. In part, the image problem is attributable to some educators at various levels of education who have been so critical of their own profession that they have created a negative image of teaching, an image that has caused great difficulty for those who would try to attract the best and brightest students into the field of teaching.

2. Community colleges are involved deeply in a full range of teacher education activities, but there is an almost total absence of systematic planning and coordination at the state and local levels for such activities.

3. Numerous examples of exemplary practices and procedures were observed throughout the state. However, few efforts to foster these programs in other settings through state-level coordination were apparent.

4. In many cases, personnel in the colleges of education in the State University System have not given adequate consideration to the role of community colleges in teacher preparation in Florida.

5. The current Teacher Education Act in Sections 231.600, 231.601, 231.602, 231.603, 231.606, 231.608, and 231.609, Florida Statutes, include the community colleges as an equal partner in providing inservice experiences for Florida's teachers. By failing to recognize the potential of community colleges, a valuable resource is underutilized.

6. Communication and collaborative planning efforts among local education agencies with teacher education centers, community colleges, and universities, except in isolated cases, are quite limited. In some cases, local education agencies fail to recognize the community colleges as a resource for inservice education while in other cases, no deliberate planning takes place that would utilize the colleges' resources in an efficient manner. Two examples of cooperative planning between the colleges and the school districts are the Pinellas County/St. Petersburg Junior College Mathematics Program for Public School Teachers and the Indian River Community College/Martin County partnership that provides computer literacy programs for public school teachers.

7. Considerable diversity of opinion continues to exist in the universities relative to the best way to prepare teachers. Nearly all of the experimentation with new teacher preparation models in the universities is going on with little attention being given to the impact on community college transfer students.

8. The transition of former upper-division institutions to four-year status and the general decline in postsecondary education enrollment may be producing enrollment anxieties which compound the problems of articulation and collaboration.

The Community College Role in Recruiting Teachers

Approximately 49 percent of the teachers who receive their teacher training in Florida's public universities do so after having attended a Florida community college. Evidence shows that the primary entry point for Florida's postsecondary students is the community colleges and will remain so for the foreseeable future.

1. Given that most high school graduates interested in teaching careers start their postsecondary careers in community colleges, and that large numbers of adults who return to postsecondary education do so through community colleges, it is clear that the community colleges are prime centers for concentrating any effort to recruit students into teacher education.

   However, the consultant team failed to find strong evidence of concentrated efforts by community college personnel to recruit students into teacher education programs. Nor did it find substantial evidence that the school systems, the teaching profession, or state agencies and officials recognized the potential recruiting role that community colleges can play.

2. In all community colleges, attention is given to helping students make career choices and plans. Such help is available to prospective teachers as well as to engineers, business people, nurses, and others. In a few instances, particularly in child care programs, faculty were found to exert special attention to helping students interested in teaching to examine that career choice.

   These instances, however, were few and scattered. They were more the result of interests of particular faculty than the results of a broader institutional policy or of a planned and coordinated program initiated by regional or state educational leadership.

   The potential productivity of community colleges as places to recruit students into teacher education can be seen in another observed practice. The assignment of students in behavorial science classes such as psychology and sociology to work with public school teachers to carry out college course projects can provide students with helpful insights into the teaching profession. In some instances, these early "clinical" experiences can be planned to span several courses in the community college curriculum and provide a substantial orientation of students to teaching in the actual public school setting. Again, it must be reported that these observed practices reflected individual and to some extent departmental initiatives, not institutional, regional, or statewide initiatives involving not only community colleges and public schools but also four-year university personnel and state-level education leaders.

3. In addition to finding a general lack of recognition of the service community colleges can give to Florida in recruiting prospective teachers, the team found some disincentives or barriers to such recruiting. One was that state scholarships for teacher education students, established in the Raise Bill of 1983, are available only to students entering the junior year of college study. A student expressing interest in education as a career field as a freshman in a community college must wait at least two years before qualifying for that aid, regardless of qualification or need.

4. A more subtle force tending to reduce community college effectiveness in recruiting teacher education students is the negative attitude toward teaching as a profession expressed by high school and university faculty.

   The consulting team saw this as an extension of the negative view of teaching as a profession held by many groups and to some extent by the general public. When teaching as a profession is portrayed in negative terms by the academic community, the effect on any recruiting effort is deadening. The team saw this attitude as driving colleges away from a strong recruiting effort. The colleges seemed to be yielding to the conventional view rather than finding and adopting measures to counteract this negative influence.

5. Contributing to the difficulty for community colleges to be effective centers for recruiting prospective teachers is the fact that the community colleges, as well as the public schools, already carry a heavy load of educational and community service functions.

   As a result of their full workloads, people with local administrative and instructional leadership responsibilities see requests or suggestions for additional programs and services as additional duties to be performed on top of an already full and weighty agenda. Significant cooperative involvement would require such things as augmented counseling and orientation programs for prospective teachers or increased faculty involvement with public school personnel and other interested parties in planning and implementing programs in order to give students early experience and insight in public school teaching. Representatives from the public schools and community colleges state quite openly and emphatically that requests for such additional services without provision for additional resources to conduct them probably will go unheeded.

   These findings have added significance when Florida's population of high school students is taken into account. Blacks and Hispanics constitute an increasing proportion of the high school population. Teachers will need to be recruited more and more from those groups. Most of the graduates of Florida high schools go to Florida community colleges. Besides continuing their recruiting services on a broad front, community colleges are the logical places for concentrating special recruitment efforts directed to minority populations.

Observations and Findings Relative to Preservice Teacher Preparation

Community colleges vary dramatically with respect to their curriculum for future teachers. Variances such as the following were observed:

1. A range of acknowledgement in the community college catalogs of extensive preprofessional course sequences and special transfer requirements for students wishing to enter teacher education programs to no recognition of preprofessional needs whatsoever.

2. A range of community college course offerings in professional education from none or only a basic introductory course with a career decision-making emphasis to many of the same courses offered at the lower-division level in baccalaureate teacher education programs at the universities.

3. A range of advising and counseling services provided for potential teacher education majors from none, other than those available to all students, to extensive services integrated with introductory, preservice credit teacher education courses.

4. A range of clinical experiences related to the choice of teaching as a career field from none to a sequence of experiences in social and behavioral sciences courses and in introductory educational foundations courses. The potential of the College Work Experience Program in Section 240.604, Florida Statutes, established in the Raise Bill of 1983, to provide financial support for supervised, clinical experiences seems to be little understood and rarely used in most community colleges and universities.

5. A range of preparation programs for education para-professionals from none to a full array of programs for the preparation of teacher aides, substitute teachers, library/media aides, and child development associates. Attention was given in some instances in para-professional preparation programs to career-ladder considerations which would maintain transfer options for successful students.

Additional observations include the following:

1. Other than the traditional general education curriculum recommendations, there seemed to be little guidance offered to community college students who intended to enter teacher education programs. It would appear that specific recommendations that would result in a strengthening of general education core and beginning discipline requirements for community college students would result in a student better prepared to enter a teacher education program.

2. The consultants observed very little planned and systematic exchanges between the college of education faculties, the faculties of arts and sciences colleges, and the faculties of the community colleges. Without such exchanges, it was difficult to see how the community colleges could modify their curriculums to better prepare transfer students who desired to enroll in upper level teacher education programs.

Observations and Findings Relative to Inservice Teacher Education

General observations and findings are grouped into four areas: (1) the underutilization of community colleges as resources for inservice education of teachers; (2) the need for local determination of appropriate inservice activities; (3) the need for clarifying recertification rules; and (4) the need for an increase in resources to provide adequate support for inservice projects provided by community colleges.

1. The community college role in inservice education is as misunderstood as is its role in preservice education. The community colleges are underutilized resources in delivery of inservice activities to the public schools. The consulting team found a variety of involvement with inservice education ranging from extensive to almost none. The geographical distribution of community colleges in the state makes them available to public school systems to a greater extent than are the universities. The nature of the curriculum of the community colleges makes it possible for identified inservice needs of public school teachers to be met through existing courses or through specific activities especially designed to meet the needs of teachers.

2. The consulting team believes that the determination of appropriate inservice activities can best be made in the local school district with the responsibility assigned to each school district superintendent to determine the inservice activities most directly related to the teaching assignment of each teacher. The level of study should not be a greater consideration for recertification than the appropriateness of the activities to the identified job related needs of the individual.

   State procedures for handling recertification are viewed as problems by the public schools and others involved, and need to be improved. The consulting team believes that the responsibility for making inservice education decisions leading to recertification should be shifted to the school districts in order to reduce the time required to obtain recertification decisions.

3. The consulting team observed there was no uniformity in the understanding of the recertification rules by community college and university personnel as well as by some public school personnel. This lack of understanding results, in some cases, in misadvising teachers of what courses may be counted for recertification. It is apparent that a greater effort must be made to communicate clearly the meaning of the recertification rules. For example, it is clear that the term "basic education," as used in the State Board of Education (SBE) guidelines relating to courses which can be used by teachers attending community colleges, is not universally interpreted by all people in the same way. While basic education has quite a broad interpretation in SBE guidelines, some colleges have interpreted it quite narrowly. Such confusion results in the loss of local instructional opportunities for teachers.

4. Officials in public schools and postsecondary institutions see themselves burdened with existing duties and responsibilities. While viewing change as desirable, they express the feeling that additional resources will be needed to achieve significant changes. The need for additional resources applies to each educational level and each kind of involvement. The funding and reward systems for postsecondary education do not encourage extensive involvement in meeting the inservice needs of public school teachers. Changes need to be made which will reward such involvement.

5. The consulting team noted a number of cases of excellent cooperation in the delivery of inservice opportunities for teachers. Most commendable of these efforts were those associated with the Summer Institutes for Mathematics, Science, and Computer Technology funded by the Legislature in 1984. Because of problems associated with geography, availability of instructors and travel problems of students, a number of different models of administration and delivery were used, but the successful ones were those run collaboratively between school districts, community colleges, and universities. Regardless of the model used, there was uniform satisfaction with the programs.

Recommendations

The following recommendations are based on observations and findings from interviews with personnel from all segments of public education as well as interviews with public officials. The three major themes which have been addressed to this point in this report will be utilized to provide direction and coordination to the several recommendations:

1. Marketing the profession and recruiting capable students into teaching.
2. Preservice teacher preparation.
3. Inservice and continuing teacher education.

1. The State Board of Community Colleges, Board of Regents, and Department of Education should provide joint leadership for and participate in the development of a statewide marketing strategy to recruit capable students into the teaching profession.

   The consulting team recommends the following actions:

   a. Improve public school salaries and working conditions.
   b. Provide scholarships, loan forgiveness, and tuition reductions at the freshman/sophomore level to students who plan to enter teacher education. Consider expanding and marketing these incentives to students outside the State of Florida. Currently, the Scholarship Program for Critical Teaching Areas in Section 240.4062, Florida Statutes, limits assistance to students at the junior/senior level. It is suspected that otherwise qualified freshmen and sophomores who are prevented from taking advantage of this source of financial aid choose other career fields. The review team supports legislation like Senate Bill 136 (House Bill 121), the Chappie James Scholarship, that has been prefiled for consideration by the 1985 Legislature but recognizes that this bill, by itself, will not deal with current and future crises in providing quality teachers for Florida's classrooms.
   c. Use, more systematically, the College Work Experience Program in Section 240.604, Florida Statutes, to enable students to work in schools to determine their interest in teaching. The team observed examples of effective use of the Public School Work Experience program at Miami-Dade and Broward Community Colleges and Chipola Junior College.
   d. Conduct a statewide publicity campaign that emphasizes the positive aspects of the teaching profession. Possible models for such a publicity campaign are the advertising campaigns used by the armed forces and the Florida Division of Tourism.
   e. Appoint a liaison person at each community college to coordinate public school and community college activities, to work with the Future Teachers of America organization, and to provide counseling and advising for students in teacher education. Valencia Community College has a program worth emulating.
   f. Greater use of the cooperative education model. Whereas the cooperative education model has been used to place students in business and industry settings, there are no restrictions preventing the placement of cooperative education students in school settings.

g. Provide planned program opportunities for paraprofessionals, including teacher aides, child development associates, and library/media aides, recognizing the career ladder aspects of these programs.
h. Continue to support that part of the traditional mission of the community colleges that recognizes the colleges as institutions of postsecondary education where the students of sound potential but poor prior preparation will have an opportunity to improve their academic skills. While recognizing the need to enforce standards that ensure quality teachers for Florida's classrooms, the community colleges must never neglect their mission in working with students who have academic capabilities but inadequate preparation for college study, whether for reasons of poor high school education, recent entry into the country, or whatever.

   Since almost half of Florida's classroom teachers started their college careers in community colleges, the community colleges have proved their worth in producing students who otherwise might have missed the opportunity to become teachers.

i. Establish a central contact and referral service for professional educators desiring employment in Florida schools.
j. Identify target groups, i.e., teacher aides, preschool aides, preschool teachers, and school volunteers, whose members might be attracted into teaching as a profession and who with appropriate further preparation could qualify for certification.
k. Develop a cooperative strategy with local educational agencies and universities to identify minority students who could be encouraged to become teachers. Such efforts should include special mentoring. A possible model for such activities would be the Upward Bound Program or the College Outreach Program included in the 1983 Raise Bill.

2. The State Board of Community Colleges and the Board of Regents should provide joint leadership to improve the articulation of preservice teacher preparation programs.

   The consulting team recommends the following actions:

a. Develop a state policy which defines teacher education broadly as including a strong general education component, extended study in the teaching disciplines, and an appropriate professional education component which focuses upon the teaching-learning process.
b. Each college should develop an introductory/exploratory course in education that includes a clinical element. The course should be developed with the close collaboration of the State University System colleges of education and should carry transfer credit to be applied to the professional studies (pedagogy) portion of the student's teacher education program.
c. Encourage collaboration between community colleges and universities (colleges of education and arts and sciences) to define and strengthen the general education core appropriate for students who plan to teach.
d. Encourage articulation between community colleges and universities to define and strengthen the content or subject matter preparation of future teachers, particularly of elementary school teachers.

e. Encourage collaboration between community colleges and universities to provide career advisement for prospective teachers. Both the University of North Florida and the University of South Florida have exemplary university career advisement programs. Among the community colleges, Chipola Junior College has been very active in developing an effective teacher education advisement program.
f. Recognize that there are various approaches to teacher preparation that represent different or experimental modes. In the development of these approaches, every effort should be made by the universities to involve public school, community college, and university personnel, with particular attention to the transfer, articulation, and counseling concerns of community colleges.

3. The State Board of Community Colleges, Board of Regents, and Department of Education should provide joint leadership to expand the role of community colleges in inservice and continuing education of teachers.

The consulting team recommends the following actions:

a. Support statutory changes reflected in House Bill 120 which would effect the full participation of the community colleges as equal partners in teacher education center activities and in the recertification of teachers.
b. Provide sufficient funding of teacher education centers so that school districts can contract for services through community colleges to the same extent as through universities. Without additional funding, the full potential of community colleges as providers of subject matter courses cannot be realized.
c. Conduct systemwide training sessions under the direction of the DOE Office of Teacher Education, Staff Development and Certification to clear up any misunderstandings that may exist concerning what courses may be used for the recertification of teachers.
d. Continue to expand joint ventures like the Summer Institutes for Mathematics, Science, and Computer Technology as called for in the 1983 Raise Bill. New joint ventures could include summer institutes in foreign languages, natural sciences, high technology, and humanities.
e. Within general policy and guidelines for recertification of teachers, responsibility for approval, design, and implementation of activities qualifying teachers for recertification should be assigned to the district school boards, subject to periodic audit by the Department of Education. Such a shift in assignment would allow school districts to tailor inservice activities to fit their unique needs. Additionally, local approval would eliminate the long delays associated with course approval at the state-level.
f. Nonduplicated, content courses taken at the community colleges by elementary teachers should be treated as "in field" and should not have to qualify as "basic" for extension purposes. Elementary teachers should not be limited as to the number of content courses taken at the community college level that can be used for certificate extension.

g. Universities and community colleges should cooperate to provide high school science teachers with courses at a community college site to upgrade laboratory teaching competencies, when such sites constitute the most convenient access. This model should be applied in other critical areas of need as identified.

Appendix I

Consultants Itinerary

Consultant Itinerary

December 17-18, 1984 - Tallahassee

Consultants Beck, McFatter, Martorana, May, Taylor, and Watkins came together to discuss the purpose and objectives of the review, and to plan their interview itineraries for the remainder of the review. While in Tallahassee, the consultants met with members of the Bureau of Program Support and Services in the Division of Community Colleges.

January 16-18, 1985 - Tampa Bay Area

Tampa Bay visitations by: Dr. Marilyn C. Beck and Dr. William McFatter.

Hillsborough Community College
Gordon Keller Center
Post Office Box 22127
Tampa, Florida 33622

Persons Interviewed:
Leo Diaz, Interim Provost, Dale Mabry Campus
Sandra H. Wilson, Provost, Ybor City Campus
Charles Deusner, Acting Vice President, Plant City Campus

Dr. Marilyn C. Beck interviewed Representative Betty Easley at her office in Largo. Address: Suite 1, 12800 Indian Rocks Road, Largo, Florida 33544-5538.

Hillsborough County School District
901 East Kennedy Boulevard
Post Office Box 3408
Tampa, Florida 33601-3408

Persons Interviewed:
John Lizer, Director of Staff Development and member of the Florida Education Standards Commission
Elizabeth Miles, Personnel Department
Ed Dobbins, Personnel Department
Alvany Wilson, Supervisor, Secondary in Language Arts
Yvonne McKittrick, Supervisor, Early Childhood Education
Sue Sykes, Supervisor, Exceptional Student Education

University of South Florida
4202 Fowler Avenue
Tampa, Florida 33620

Persons Interviewed:
Frank Spain, Director of Community College Relations

Department of Continuing Education
Larry Romig, Assistant Dean of Continuing Education
Lee Leavengood, Director, Institute of Life Long Learning
Gerry Van Durman, Director of Weekend College
Jerry Koehler, Dean, College of Continuing Education

St. Petersburg Junior College
Post Office Box 13489
St. Petersburg, Florida 33733

Persons Interviewed:
- Calvin Harris, Provost, Tarpon Springs Center
- Karen White, Dean, Open Campus
- Joseph Dorsett, Director, Math and Science Division, St. Petersburg Campus
- Roy Oldham, Counselor, Clearwater Campus
- Velma Hepburn, Instructor, Early Childhood Education
- Joy Mitchell, Instructor, Early Childhood Education
- William Law, Vice President, Institutional and Program Planning
- Roy Church, Vice President, Educational and Student Services

Pinellas County School District
1960 East Druid Road
Clearwater, Florida 33546

Persons Interviewed:
- J. Howard Hinesley, Assistant Superintendent for Curriculum and Instruction
- John Still, Director, Staff Development
- Neil Spearman, Director, Secondary Placement and Substitute Teachers
- Nancy Wilson, Elementary Supervisor
- Margaret Howell, Director, Language Arts/Reading

University of South Florida
4202 Fowler Avenue
Tampa, Florida 33620

Persons Interviewed:
- William Katzenmeyer, Dean, College of Education
- Leon Greabell, Chairperson, Early Childhood Education
- Phil Pfost, Director, TEC
- Marcia Mann, Program Director, Childhood and Language Arts Education
- Sandra Howard, Student, Early Childhood
- Wendy Horowitz, Student, Speech Pathology

January 29-31, 1985 - Tallahassee

Consultants Beck, McFatter, Martorana, May, Taylor, and Watkins came to Tallahassee to discuss with state policy leaders and others associated with state policies the issues dealing with teacher education and the colleges in Florida.

Persons Interviewed:
- Clark Maxwell, Jr., Executive Director, State Board of Community Colleges
- Michael O'Farrell, Staff Director, Senate Education Committee
- Barbara Cohen, Aide, Senate Education Committee
- Dorothy Routh, Aide to Senator Betty Castor
- Jim Helms, Staff Director, House Higher Education Committee

Shelley Boone, Deputy Commissioner for Special Programs, Department of Education
Pat Dallet, Assistant Executive Director, Postsecondary Education Planning Commission
Michael Armstrong, Policy Analyst, Postsecondary Education Planning Commission
Linda Recio, Policy Analyst, Postsecondary Education Planning Commission
Debbie Galley, Governor's Office of Planning & Budgeting
Myrtle Bailey, Governor's Office of Planning & Budgeting
Roy McTarnaghan, Vice Chancellor for Academic Programs, State University System
Garfield Wilson, Director, Teacher Education, Certification, Staff Development and Professional Practices Services, Department of Education
James Parris, Program Specialist, Staff Development, Teacher Certification
Philip Goldhagen, Director, Statewide Course Numbering System, Department of Education
Ralph D. Turlington, Commissioner of Education, Department of Education
George Firestone, Secretary of State, State of Florida
Alvin Burney, Aide to George Firestone, Secretary of State
Mamie Horne, Aide to Gerald Lewis, Comptroller, State of Florida
Joan Kanan, Aide to Bill Gunter, Treasurer, State of Florida
Linda Harris, Analyst, House Higher Education Committee
Angela Lupo-Anderson, Director, Academic Programs, State University System
William Wharton, Florida Institute of Higher Education

February 11-13, 1985 - Tallahassee

Tallahassee visitations by: Dr. William McFatter and Dr. Foster Watkins.

Persons Interviewed:

University Liaison Representatives

Ralph Boston, University of Central Florida
Harold Harden, University of West Florida
Ernest St. Jacques, University of Florida
Frank Spain, University of South Florida

Chipola Junior College
Marianna, Florida 32446

Persons Interviewed:

James Richburg, President
Earl Carroll, Division Chairman, English
Marlon Godsey, Counselor
David Nicholson, Division Chairman, Mathematics, Natural and Social Sciences
William Stabler, Director, Learning Resources Center
Donald Dellow, Dean of Instructional Affairs
Jane Potter, PAEC/Consultant
Terry Cox, Counseling Center

Tallahassee Community College
444 Appleyard Drive
Tallahassee, Florida 32304

Persons Interviewed:
William Donalson, Director, CIS/Continuing Education
Dorothy Binger, Director, Applied Sciences Division
Eloise Harbeson, Director, Library Services
Robert Culbertson, Director, Social Sciences Division
Samuel Cunningham, Director, Fine Arts Division
Linda Smith, Director, Science and Mathematics Division
James Hinson, Jr., President
Perry Adams, Dean of Instruction

Leon County Teacher Education Center

Persons Interviewed:
Mary Lou Carothers, Coordinator, Leon County TEC
James M. Croteau, Director, Staff Development
Malinda Jackson, Affirmative Action/Title IX Specialist

Florida State University
Tallahassee, Florida 32306

Persons Interviewed:
Bruce W. Tuckman, Dean, College of Education
Beverly Yerg, Department Head, Movement Science and Physical Education
Andy Oseroff, Director, Student Services
Laura Hanson, Graduate Student, Special Education
Jim Hoetker, Head, Curriculum & Instruction
Cynthia Wallat, Associate Dean, College of Education
Diana Scott, Head, Childhood, Reading and Special Education
Joan E. Drake, Junior Student in Special Education
Cheryl Howard, Junior Student in Special Education
Patricia Hayward, Arts and Science - Biology
Bruce Bickley, Associate Dean, Arts & Sciences

February 12-13, 1985 - Pensacola

Pensacola visitations by: Dr. Marilyn C. Beck and Dr. S. V. Martorana.

Okaloosa-Walton Junior College
100 College Boulevard
Niceville, Florida 32578

Person Interviewed:
C. M. Wilson, Chairman, Communications, Humanities, and The Arts Department

Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

Person Interviewed:
Mary Ellen Spears, Chairperson, Behavorial Sciences

Escambia County School District
215 West Garden Street
Pensacola, Florida 32597

Persons Interviewed:
Roger Mott, Assistant Superintendent, Personnel Services
John E. John, Director of Staff Development

University of West Florida
Pensacola, Florida 32514

Persons Interviewed:
Arthur Doerr, Vice President for Academic Affairs
Mary Rogers, Chairperson, Department of Sociology, Anthropology, Social Sciences Interdisciplinary, and Earth and Atmospheric Sciences
Carl Backman, Chairperson, Department of Elementary and Secondary Education
Linda Cox, Admissions Office
Pat Wentz, Director, Certification and Field Experiences

Chairpersons
Charles Williamson
Fred Vallianos
Peggy Winter
Stephen Tanner
James McGovern
David Sherry
Tom Stritch
Wayne White
Billie Rader
Joy McClintock
Suzette Doyan-Bernard
Stan Millet

Directors
Frank Wittwer, Director, ERDC
P. C. Wu, Director, Teacher Education Centers

February 12-14, 1985 - Central Florida Area

Central Florida visitations by: Dr. Daryle C. May and Dr. J. Arthur Taylor.

Orange County School District
434 North Tampa Avenue
Orlando, Florida 32802

Persons Interviewed:
James Talbert, Director, Elementary Education
Les Forrest, Program Consultant, Secondary Mathematics
Margaret Miller, Assistant Superintendent for Personnel
Wilfred Still, Director, Staff Development

Seminole County School District
School Administration Building
1211 Mellonville Avenue
Sanford, Florida 32771

Persons Interviewed:
Ken Bovio, Project Director of School-Based Management
Marion Giannini, Director, Elementary Education
C. G. Swaggerty, Director, Staff Development
Jack Heisler, Director, Secondary Education
Ann Neiswender, Director of Personnel Services
Hortense Evans, Administrative Assistant to the Superintendent

University of Central Florida
4000 Central Florida Boulevard
Orlando, Florida 32816

Persons Interviewed:
Robert Cowgill, Interim Dean, College of Education
John Powell, Chairman, Educational Services
Bill Esler, Chairman, Educational Foundations
John Armstrong, Director, Student Internships
Bob Martin, Chairman, Instructional Programs

Rollins College
Winter Park, Florida 32789

Persons Interviewed:
Linda R. DeJare, Director of Student Teaching
Nancy McAleer, Chairman, Department of Education and Human Development

Valencia Community College
P. O. Box 3028
Orlando, Florida 32802

Persons Interviewed:
David Evans, Executive Vice President
Mary Ann Ariko, Director, Teacher Education Center
Anita Baker, Chapter I Resource Teacher, Catalina Elementary
Darlene Duggins, Chapter I Aide and Student at Valencia Community College
Charles Drosin, Registrar, West Campus

Glynda Anderson, Counselor, West Campus
Mary Nell Legg, Instructor, West Campus
Carolyn Allen, Provost, West Campus
Christine Ainsworth, Instructor, East Campus

Seminole Community College
Sanford, Florida 32771

Persons Interviewed:
Maggie Culp, Director of Student Services
Joe White, Dean of Instruction
Roger Jarand, Director of Instructional Services
Frank Gore, Director, Personnel
Earl Weldon, President
Tom Hobbs, Chairman, Social Science Division
Norris Miner, Director, Management Systems

Lake-Sumter Community College
5900 U.S. 441, South
Leesburg, Florida 32788

Persons Interviewed:
Lavera Yarish, Dean, Academic Services
Tom Cuppitt, Chairman, Humanities and Social Sciences Division

February 19-21, South Florida

South Florida visitations by: Dr. S. V. Martorana and Dr. J. Arthur Taylor.

Broward Community College
225 East Las Olas Boulevard
Ft. Lauderdale, Florida 33301

Persons Interviewed:
Connie Cagley, CLAST Coordinator
Katherine Tymeson, Dean, Student Development, Central Campus
Neil Crispo, Department Head, Behavioral Science
Linda Liberman, Director, Community Services, Continuing Education
Barbara Bader, Director of Basic Skills Grants and Assistant to the Dean for Development

Broward County School District
1320 S.W. 4th Street
Ft. Lauderdale, Florida 33310

Persons Interviewed:
Jane Leone, Assistant Superintendent, Instruction
Anne McMichael, Coordinator, Career Education and Alternative Education
James Carswell, Division of Instruction
Gerry Greer, Assistant Mathematics Supervisor
Stella Shelby, Assistant Reading Supervisor

Marie Chittum, Coordinator, Early Childhood Education
Eilean Schussler, Exceptional Student Education
Diane Aucamp, Curriculum Supervisor of Industry Services
Roger Beaumont, Director, Instructional Staffing
Don Barrs, Director, Teacher Education Center

Dade County School District
1410 N.E. 2nd Avenue
Miami, Florida 33132

Persons Interviewed:
John Ranieri, Director, Teacher Education Center
Bob Villano, Principal

Florida International University
Tamiami Trail
Miami, Florida 33199

Persons Interviewed:
Emma Rembert, Assistant Dean for Student Affairs, College of Education
Peter Cistone, Dean, School of Education
Frank J. Zenece, Student
Daisy Hernandez, Student

Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33176

Persons Interviewed:
Jeffrey Lukenbill, District Dean, Academic Affairs
Ray Dunn, Dean, Student Services, North Campus
Thomas Halloran, Chairman, Community Services
David D. Powers, Professor, Psychology Education
Max Lombard, Chairman, Advisement and Counseling
Lois Klezmer, Early Childhood Education Coordinator
Yillian Coppolechia, Acting Dean of Administration
Piedad Robertson, Vice President of Public Affairs

February 27-28 and March 1, Alachua and Duval Counties

Alachua and Duval Counties visitations by: Dr. Daryle May and Dr. Foster Watkins.

Alachua County School District
620 East University Avenue
Gainesville, Florida 32601

Persons Interviewed:
Faye Cake, Director, Alachua County Teacher Education Center
Sue Griffith, Director, Elementary Education
Garna Williams, Assistant Superintendent, Personnel

University of Florida
Gainesville, Florida 32611

Persons Interviewed:
James L. Wattenbarger, Professor and Chairman, Institution of Higher Education
Earnest St. Jacques, Dean of Academic Affairs, Community College Relations
Emmett Williams, Associate Dean, College of Education
Elroy Bolduc, Professor, Mathematics Education
Suzanne Krogh, Early Childhood Education
Clifford Boyd, Dean, College of Philosophy Education Health and Recreation
Cecelia Magrath, President of Student Council, College of Education
Arnold Penland, Assistant Dean, College of Fine Arts
Jimmy Cheek, Associate Professor, Department of Agricultural
Teresa Carter, Student
Cary Reechant, Special Education
Harry Shaw, Associate Dean, College of Liberal Arts and Sciences

Santa Fe Community College
3000 N.W. 83rd Street
Gainesville, Florida 32602

Persons Interviewed:
Heijia Wheeler, Dean for Instruction
Chester Leathers, Director of Community Services
Judy Black, Instructor, Social Science Department
Sheldon Davis, Little Red School House Director
Robert Ritterhoff, Dean of Instruction, Central Florida Community College, Ocala, Florida

University of North Florida
4567 St. Johns Bluff Road
Jacksonville, Florida 32216

Persons Interviewed:
Andrew Robinson, Dean, College of Education
Richard Bizot, Chairman, English Department
Cheryl Fountain, Professor, College of Education
Leonard Lipkin, Chairman, Mathematics Department
James W. Mittelstadt, Chairman, Department of Curriculum and Instruction
Jack Netcher, Chairman, Division of Human Services
Robert Drummon, Chairman, Counselor Education

Duval County School District
1701 Prudential Drive
Jacksonville, Florida 32207

Persons Interviewed:
Larry Paulk, Assistant Superintendent, Personnel
Ann Tillman, Director, Teacher Education Center
Elizabeth McNamara, Principal, Mayport Elementary

Appendix II

Consultant Vitae

RESUME'

MARILYN CLARK BECK
Dean of Academic Affairs
Lurleen B. Wallace State Junior College
Andalusia, Alabama 36420

Office: (205) 222-6591
Home: (205) 222-3870

EDUCATION

Post-doctoral	Educational Development Center, Newton, Massachusetts, Summer, 1974
	Auburn University, 1973-74
	Massachusetts Institute of Technology, Summer 1972
Ed.D	Auburn University, 1970 Major: Mathematics Minor: Curriculum
M.Ed.	Auburn University, 1966 Major: Mathematics Minor: Curriculum
B.S.	Troy State University, 1962 Major: Mathematics Minor: Physical Science
Diploma	Elba High School, Elba, Alabama, 1957

EMPLOYMENT

Lurleen B. Wallace State Junior College,	
Dean of Academic Affairs	1977-Present
Dean of Development	1976-1977
Title III Coordinator and Chairman, Mathematics-Science Division	1975-1976
Chairman, Mathematics-Science Division and Mathematics Instructor	1970-1975
Holt, Rinehart, and Winston, Publisher	1972-Present
Consultant and Free-lance Writer (Part-time)	

Employment, continued

Troy State University *Graduate Professor (Part-time)*	*1974-Present*
Auburn University at Montgomery *Graduate Professor (Part-time)*	*1983-Present*
Abraham Baldwin Agricultural College, Tifton, Georgia, Assistant Professor of Mathematics	*1966-1970*
Tift County High School, Tifton, Georgia, Mathematics Teacher	*1965-1966*
Rehobeth High School, Dothan, Alabama *Mathematics*	*1963-1965*
Terrell County, Georgia *Mathematics, Science, and English Teacher*	*1960-1963*

PROFESSIONAL ACTIVITIES

Long Range Planning

Served as Chairman of the Planning Board for development of a Long Range Plan for Lurleen B. Wallace State Junior College. During 1977-78, a Plan for Planning Document was completed which included a complete revision of institutional and unit level goals and the process by which Lurleen B. Wallace State Junior College would complete a Long Range Plan involving curriculum, physical plant, organization and administration, student services, and community services. The Master Plan for the College was completed in September, 1981. An annual planning session is held each year to review and revise the long range plan and to develop an annual plan.

Finance and Management

Since 1977, have managed the overall instructional affairs of the College including Federal programs. Plan and manage a one million dollar federal budget and over a one million dollar instructional budget.

Resource Development

Have been responsible for Federal Resource Development since 1976. Have generated over $500,000 per year since 1976, for the past five years generated

Resource Development continued

almost $1,000.00 each year. Programs included Title III, Special Services, Talent Search, Upward Bound, Cooperative Education, NSF Instructional Improvement, NSF Comprehensive Assistance to Undergraduate Science Education, CETA and JTPA.

Faculty Development

Wrote a comprehensive faculty development project for Lurleen B. Wallace State Junior College. The five-phased project included: Faculty and Administration Fellowship Program, In-Service Program; Travel to Professional Conference, Workshops, or Other Special Programs; Graduate Courses; and Professional Leave.

Institutional Research

In 1975, began an institutional research program at Lurleen B. Wallace State Junior College which included: Information Needs Analysis; Inventory of Institutional Data; Development of a Management Information System Plan to be implemented in workable stages; Planning and implementation of short-range research projects such as Study of Withdrawal Policy, Development of Institutional Fact Book, Planning and Implementation of a Follow-Up Study of All Former LBW Students, Economic Impact Study, and Retention Study.

Evaluation of Instruction

With the assistance of the Lurleen B. Wallace State Junior College faculty, planned a comprehensive system of evaluation of instruction which was implemented during 1978-79 and which has been reviewed and revised and continues in use at the present. An Evaluation Handbook is distributed annually to all faculty.

Professional Research

Conducted research on the "Implications of Piaget's Psychology for the Teaching of Mathematics." With the assistance of a Delta Kappa Gamma International Scholarship, studied at the Piaget Institute at the University of Geneva, Switzerland, with Piaget and his colleagues during March, 1974. Have made at least twenty presentations on findings of the study to public school and college teachers.

Speaking Activities

Speaker at the annual meeting of the National Council of Teachers of Mathematics for eight consecutive years. Have been speaker at more than fifty regional NCTM conferences and State Mathematics Association meetings.

Speaker for various civic organization programs including Andalusia Rotary, Lions, Kiwanis, and Civitan Clubs, the Florala Rotary Club, the Crenshaw County Alpha Delta Kappa Sorority, and Covington County Delta Kappa Gamma Sorority.

Speaker on Resource Development at several colleges including Brewer State, Northwest Alabama, Faulkner State, and Jefferson Davis State Colleges in Alabama; Denmark Technical College in South Carolina; and Martin, Southeastern, and Halifax Community Colleges in North Carolina.

"Outstanding Women Leaders" presentation for Crenshaw County Delta Kappa Gamma, Covington County Delta Kappa Gamma, Florala Study Club, Andalusia Pilot Club, and Andalusia Study Clubs.

Consultant Experience

Conducted numerous workshops for elementary, middle, high school, and college mathematics teachers.

Mathematics consultant for Holt, Rinehart, and Winston, Publishers in the states of Alabama, Florida, Georgia, Kentucky, Virginia, North Carolina, South Carolina, West Virginia, and Tennessee. (Part-time)

Personalized System of Instruction (PSI) consultant for several colleges and for the Texas Junior College System.

Consultant and evaluator for Federal projects at Brewer State, Northwest Alabama, Jefferson Davis, Patrick Henry, Alexander City, and Faulkner State Junior Colleges in Alabama; Abraham Baldwin Agricultural College and Brewton-Parker Junior College in Georgia; Denmark and Beaufort Technical Colleges in South Carolina; Gulf Coast Community College in Florida; Deleware Technical College in Deleware; Holmes, Northeast, Northwest, and Copiah-Lincoln Junior Colleges in Mississippi; and Southeastern and Martin Community Colleges in North Carolina.

Professional Activities, continued.

SACS Evaluator

Serve as chairman or member on Southern Association of Colleges and Schools visiting committees for evaluation of community colleges. Have also served as an evaluator for several Alabama high schools.

Alabama Junior and Community College Association Activities

Program Chairman, Alabama Junior College Association '76 Conference in Birmingham, Alabama. The convention was composed of sixty-two in-service type programs for faculty, staff, and administration of the Alabama Junior College System. More than nine hundred participants attended the convention.

Program Chairman, Alabama Junior and Community College Association Convention '77 in Birmingham, Alabama. The convention program consisted of seventy-one in-service sessions for faculty, staff, and administration of the Alabama Junior and Community College Association. More than twelve hundred participants attended.

Academic Deans Interest Group Chairman, 1980-81.

PROFESSIONAL MEMBERSHIPS AND OFFICES HELD

Committee for the Humanities in Alabama--Executive Subcommittee, 1982-86

Southern Association of Community and Junior Colleges--Board of Directors, 1978-82; Vice-President, 1980; President, 1981; Past-President, 1982; Secretary-Treasurer, 1983-Present

Alabama Association of College Administrators

Alabama Junior and Community College Academic Deans Association--Vice-President, 1979-80; President, 1980-81

National Council for Resource Development--Alabama State Director, 1976-78; Program Committee, Regional NCRD Conference, 1977-78

Alabama Junior College Mathematics Teachers Association--President, 1975-76

Professional Memberships and Offices continued

Alabama Council of Teachers of Mathematics--Vice-President, 1975-76; President, 1976-77

District IX Council of Teachers of Mathematics--District Director, 1971-75

National Council of Teachers of Mathematics--Program Chairman, Mobile NCTM Meeting, 1977

Lurleen B. Wallace Education Association--Treasurer, 1971-73; Vice-President, 1975-76; President, 1976-77

American Council on Education National Identification Program for the Advancement of Women in Higher Education Administration--Member of the Alabama Planning Committee

Alabama Education Association--Board of Directors, 1974-78

Phi Delta Kappa

Kappa Delta Kappa

Kappa Delta Pi

Delta Kappa Gamma--Vice-President, 1974-76

COMMUNITY ACTIVITIES AND OFFICES HELD

LBW Community Arts Council--Patron of the Arts, 1975-84; Chairman, 1980-81, 1983-84, 1984-85

Andalusia Area Chamber of Commerce--Board of Trustees, 1978-82

Andalusia Junior Woman's Club--Treasurer, Charter Member

Andalusia Pilot Club

LBW Junior College Foundation, Member

LISTED IN

World Who's Who of Women

Outstanding Young Women of America

Dictionary of International Biography

International Who's Who in Community Service

Outstanding Educators of America

Alabama's Distinguished

PUBLICATIONS

"Impact on the Arts: The LBW Story," Southern Association of Community and Junior Colleges Newsletter (In Cooperation with Marilyn Centner), Spring, 1983.

"Increasing Retention Through HPS: A Freshman Orientation Strategy," The Junior College Journal, September, 1980.

"A Comparative Analysis of Three Methods of Teaching Remedial Mathematics to Junior College Students," Doctoral Dissertation.

HONORS

Alumna of the Year, Troy State University--1983

Phi Delta Kappa

Kappa Delta Pi

Delta Kappa Gamma

National Science Foundation Scholarships--1964, 1965, 1966, 1968, 1972

Delta Kappa Gamma International Scholarship--1973-74

Georgia State Scholarship Commission Grant--1968-69

Honors, continued.

Abraham Baldwin Agricultural College Title III Grant--1968-69

Valedictorian, Elba High School--1957

PERSONAL INFORMATION

Marital Status	*Married to A. L. Beck, Owner and Operator of Opp Auto Parts and Owner of All Pro of Enterprise, Mike's All Pro of Montgomery, and Greg's All Pro of Tallahassee*
Religion	*Baptist*
Children	*Candace, age 26 and Patrick, age 20*

VITA
S. V. Martorana
November, 1984

ADDRESS

Office	Home
Center for the Study of Higher Education The Pennsylvania State University 324 Pond Laboratory	Box 256, R.D. Centre Hall Pennsylvania 16828

EDUCATION

B.S. New York State Teachers' College, Buffalo, New York, 1939
M.A. University of Chicago, 1946
Ph.D. University of Chicago, 1948

PROFESSIONAL EXPERIENCE

Research Associate, Center for the Study of Higher Education; Professor, College of Education, The Pennsylvania State University, September 1972-Present.

Vice Chancellor for Community Colleges and Provost for Vocational and Technical Education, State University of New York, 1968-1972.

Executive Dean for Two-Year Colleges, State University of New York, 1965-1968.

Assistant Commissioner for Higher Education Planning, New York State Board of Regents, 1963-1965.

Chief, State and Regional Organization Section, Division of Higher Education, U.S. Office of Education, 1955-1963.

Specialist for Community and Junior Colleges, U.S. Office of Education, 1955-1957.

Dean, General College, Ferris State Institute, Big Rapids, Michigan, 1953-1955.

Associate Professor of Education and Consultant for Junior Colleges, Washington State College, Pullman, Washington, 1951-1953.

Assistant Professor of Education and Consultant for Junior Colleges, Washington State College, Pullman, Washington, 1948-1950.

Principal and Teacher, North Evans Elementary School, North Evans, New York, 1940-1941.

PUBLICATIONS

Books and Monographs

(Over 50 titles: Complete bibliography available on request. Illustrative titles follow.)

Kuhns, E. and S. V. Martorana. Toward Quality Beyond the Campus: Monitoring Requirements of Institutional Accrediting Bodies and the States for Off-Campus, Military, and Study-Abroad Programs. Washington, DC: Council on Postsecondary Accreditation, 1984.

Martorana, S. V. and William Piland (Editors). New Directions for Community Colleges: Designing Programs for Community Groups, Number 45. San Francisco, CA: Jossey-Bass, March 1984.

Martorana, S. V. and Patricia C. Corbett. State Legislation Affecting Community Junior, and Two-Year Technical Colleges, 1982, Report #39. University Park: Center for the Study of Higher Education, The Pennsylvania State University, June 1983. (Most recent of series of annual monographs starting in 1975.)

Martorana, S. V. and Eileen Kuhns (Editors). New Directions for Experiential Learning: Transferring Experiential Credit, Number 4. San Francisco, CA: Jossey-Bass, 1979.

Martorana, S. V., James L. Wattenbarger, and Wayne D. Smutz. Dollars and Directives: Issues and Problems Related to Financial Support and Legal Authorizations of Community Colleges, (Horizon Issues Monograph Series). Washington, D.C.: American Association of Community Colleges, ERIC Clearinghouse for Junior Colleges, July 1978.

Salazar, J. L. and S. V. Martorana. State Postsecondary Education Planning 1202 Commissions: A First Look. University Park: Center for the Study of Higher Education, The Pennsylvania State University, June 1978. ED 206-337.

Martorana, S. V. and L. A. Nespoli. Regionalism in American Postsecondary Education: Concepts and Practices. University Park: Center for the Study of Higher Education, The Pennsylvania State University, June 1978.

Martorana, S. V. and Lawrence A. Nespoli. Study, Talk, and Action. A Report of a National Conference on Regionalism and Regionalization in American Postsecondary Education. University Park: Center for the Study of Higher Education, The Pennsylvania State University, September 1978.

Martorana, S. V. and J. L. Wattenbarger. Principles, Practices, and Alternatives in State Methods of Financing Community Colleges and an Approach to Their Evaluation with Pennsylvania a State Case, Report #32. University Park: Center for Study of Higher Education, The Pennsylvania State University, April 1978. ED 158-807.

Shannon, W. G., S. V. Martorana, and P. A. Wollitzer. International Understanding: A Framework for Community College and University Cooperation in Institutional Development. University Park: Center for the Study of Higher Education, The Pennsylvania State University, November 1977.

Blocker, Clyde, Louis Bender, and S. V. Martorana. The Political Terrain of American Postsecondary Education. Fort Lauderdale, FL: Nova University Press, 1975.

Martorana, S. V. and Eileen Kuhns. Managing Academic Change: Interactive Forces and Leadership in Higher Education. San Francisco, CA: Jossey-Bass, 1975.

Martorana, S. V. College Boards of Trustees. Washington, DC: Center for Applied Research in Education, 1963.

Martorana, S. V. and E. V. Hollis. State Boards Responsible for Higher Education. Washington, DC: Government Printing Office, 1961.

Martorana, S. V. and D. G. Morrison. Criteria for Establishing Two-Year Colleges. Washington, DC: U.S. Office of Education, 1957.

Journal Articles, Chapters in Books and Monographs, and Reviews

(Over 250 titles: Complete bibliography available on request. Illustrative titles follow.)

Nespoli, L. A. and S. V. Martorana. "Tensions in Defining Community College Missions: Problems or Opportunity?" Community College Review, 11(4), 1983-84, pp. 3-11.

Martorana, S. V. "Community Colleges in State Legislation: Favored or Threatened," Community College Review (Special 10th Anniversary Edition), 10(4), Spring, 1983, pp. 39-46.

Martorana, S. V. (Review of The American Community College by A. Cohen and F. Brawer.) The Journal of Higher Education, 54(3), 1983, pp. 350-353.

Martorana, S. V. and James K. Broomall. "Survey Report: Legislation for Special Groups". Community and Junior College Journal, 52(4), December/January 1981-1982, pp. 42-44.

Martorana, S. V. and E. Kuhns. "Using Comparative Indices of Academic Programs in Institutional, Regional, and State Level Planning and Decision Making: Evolution of a Model". Paper presented at National Forum of the Association for Institutional Research, Spring 1981. ED 189-925.

Martorana, S. V. and Wayne D. Smutz. "Community Colleges and Institutional Autonomy: The Impact of State Legislation". Community College Frontiers, 9(4), Fall, 1981, pp. 42-44.

Martorana, S. V. "Short-Cycle Postsecondary Education in Latin America". UCLA: Educator, 22(1), 1981, pp. 9-17.

Martorana, S. V. and W. D. Smutz. "State Legislation: The Transition to the '80's". Community and Junior College Journal. March 1981, pp. 32-36.

Martorana, S. V. and W. D. Smutz. "The Taxpayer Revolt and the Larger Legislative Scene". Community and Junior College Review, 7(3), Winter, 1980, pp 5-14.

Martorana, S. V. and Wayne D. Smutz. "State Legislation, State Politics, and Community Colleges: Political Contexts and Change." In Community College Review, 7(3), Winter 1980, pp. 18-21.

Martorana, S. V. and Wayne D. Smutz. "Twists and Turns of Legislative Intent". Community and Junior College Journal, 50(4), December/January, 1979-80, pp. 1-13.

Martorana, S. V. "Shifting Patterns of Financial Support". In New Directions for Community Colleges: Coping with Reduced Resources, Number 22. Richard Alfred (Editor). San Francisco, CA: Jossey-Bass, Summer 1978.

Martorana, S. V. and Eileen Kuhns. "Team Development for Community College Management." In R. L. Breuder (Editor) Management Principles for the Community College Administrator, Chapter 5. Cocoa, FL: Brevard Community College, 1977.

Martorana, S. V. and Wayne D. Smutz. "The Legal Bases for Lifelong Learning: an Overview of the States. Continuing Higher Education, 27(2), Spring 1979, pp. 2-6.

Sturtz, Alan J. and S. V. Martorana. "State Coordination and Local Control: The Community College Experience in Striking a Balance". Community/Junior College Research Quarterly, Number 3, 1979, pp. 151-168.

Martorana, S. V. "Education for Work: Responsibilities and Responses of Two-Year Colleges". New Directions in Education and Work: Reassessing the Link Between Work and Education, Number 1. L. C. Solmon (Editor). San Francisco, CA: Jossey-Bass, Spring 1978, pp. 91-101.

Martorana, S. V. "Constraints and Issues in Planning and Implementing Programs for Foreign Students in Community and Junior Colleges". In The Foreign Student in United States Community and Junior Colleges. New York, NY: College Entrance Examination Board, 1978.

Martorana, S. V. "Assessing Student Progress in Preparation for Work". New Directions for Community Colleges: Assessing Student Academic and Social Progress, Number 18. Leonard L. Baird (Editor). San Francisco, CA: Jossey-Bass, 1977.

RELATED PROFESSIONAL RECOGNITIONS

Guest Editor, Special Issue, Community College Review, Raleigh, North Carolina, North Carolina State University, Spring, 1981.

Member, National Advisory Council, Media Systems, Inc., New York, New York 1981-Present.

Member, Consultant staff to Commission of College and University Trustee Selection for Association of Governing Boards, 1979-1980.

Member, Board of Directors, American Association of Community and Junior Colleges, 1978-1981.

Member, National Advisory Panel for the Brookings Institution, Washington, D.C., for national study of financing community colleges, 1978-1981.

President, Council of Colleges and Universities, American Association of Community and Junior Colleges, 1978-1979.

Member, National Advisory Board, Inservice Education Project, Educational Commission of the States, 1976-1982.

Member, Editorial Board, Journal of Education Finance, University of Florida, 1975-Present.

Project Supervisor, Statewide Study of Program Duplication, Pennsylvania Association of Colleges and Universities, 1975-1977.

National Lecturer, Advisor and Consultant, Center for Higher Education, Nova University, Fort Lauderdale, Florida, 1974-Present.

Member, Editorial Board, Community College Review, North Carolina State University, 1973-Present.

Member, Board of Trustees, Washington International College, Washington, D.C., 1973-1980.

Member, National Task Force on Financing Community and Junior Colleges, American Association of Community and Junior Colleges, 1972-1980.

President, National Council of State Directors of Community and Junior Colleges, 1969-1970 and 1971-1972.

Member, Board of Trustees, College Entrance Examination Board, 1966-1970.

Member, President Nixon's National Commission on Priorities in Higher Education, 1969-1970.

SPECIAL AWARDS AND RECOGNITIONS

Named to National Community College Hall of Fame, Corpus Christi, Texas, North Texas State University, April, 1984.

Recipient, Distinguished Service Award, Council of College and University Professors, American Association of Community, Junior, and Technical Colleges, 1980.

Recipient, Legion of Merit Medal, U.S. Air Force, 1974.

Recipient, Honor Award, New York State Association of Boards and Councils of Two-Year Colleges, 1972.

Recipient, Distinguished Service Award, New York State Association of Community and Junior Colleges, 1969.

Honorary Charter Member, National Association of College and University Attorneys, 1960.

Recipient, Distinguished Service Award, U.S. Department Health, Education and Welfare, 1960.

Recipient, Distinguished Alumnus Award, State University at Buffalo, New York, 1959.

Listed in Who's Who in America and Who's Who in Education.

AFFILIATIONS

American Association for Higher Education (Life Member)
American Association of Adult and Continuing Education
American Educational Research Association
Association for Institutional Research
National Society for the Study of Higher Education
American Academy of Political and Social Science
National Education Association (Life Member)
Phi Delta Kappa
American Association of Community, Junior, and Technical Colleges
National Council of University and College Professors/AACJC
State Higher Education Officers Association (Alumni Member)

PERSONAL DATA

Date of Birth	January 7, 1919
Family	Married to the former Carrie Mae Stephenson of Ruston, Louisiana. Three children: Vincenne, Francis, and John Charles.
Religion	Roman Catholic
Health	Excellent
Military Record	Veteran of World War II (1941--1945) U.S. Army Air Corps--flight rating Current rank--Colonel, U.S.A.F. Reserve (Retired) Clearance held for classified material--Top Secret

CURRICULUM VITAE

DARYLE CLINE MAY

Personal Data

Born	September 5, 1928, Birmingham, Alabama
Married	Mary B. May, Assistant Professor of English and Linguistics, Jacksonville University, Jacksonville, Florida
Children	Susan (1960), Lynda (1962), Thomas (1966)
Address	2148 Harvey Street, Jacksonville, Florida 32211
Telephone	Residence (904) 744-3922 Office (904) 744-3950

Education

1981-1982	Completed nine semester hours of computer science courses, Jacksonville University.
Summer 1974	National Science Foundation Grant for Post-doctoral Studies in Mathematics, University of Illinois at Urbana-Champaign, Illinois.
December 1971	Ed.D. in Curriculum and Instruction, College of Education, University of Florida. Specialization: Curriculum and Instruction with Supervision and Administration K-12. Minor: Mathematics.
August 1970	Ed.S. in Curriculum and Instruction, College of Education, University of Florida. Specialization: Curriculum and Instruction K-12. Minor: Mathematics.
August 1965	M.Ed. in Mathematics Education, College of Education, University of Florida. Specialization: Mathematics Education. Minor: Mathematics.
June 1951	B.E. in Engineering, College of Engineering, Vanderbilt University. Specialization: Civil Engineering.

CURRICULUM VITAE - Daryle C. May

Experience

1975 to present	Chairman, Division of Education Director, Master of Arts in Teaching Program Director, Teacher Education Director, Summer Programs, 1976-1979 Professor of Education, Jacksonville University, Jacksonville, Flolrida 32211
1971-1975	Director of Student Teaching, Coordinator of Secondary Education and Associate Professor of Education, Jacksonville University Chairman, Florida State Mathematics Curriculum Committee, State Department of Education Adjunct Professor of Mathematics, University of Florida Consultant, Elementary and Secondary School Mathematics Curriculum Development Education Editor, Jacksonville Magazine
1969-1971	Graduate Teaching Assistant, University of Florida Consultant, Elementary and Secondary School Mathematics Curriculum Development
1965-1969	Supervisor of Mathematics and Director of Teacher Professional Development, Duval County School Board, Jacksonville, Florida Adjunct Professor of Mathematics, University of Florida, Florida State University and Jacksonville University
1959-1965	Mathematics Teacher, Forrest High School, Jacksonville, Florida Adjunct Professor of Mathematics, University of Florida
1950-1959	United States Naval Aviator and Communications and Operations Officer

CURRICULUM VITAE - Daryle C. May

Professional Organizations

1975-present	Florida Association of Colleges for Teacher Education, President, 1982-1983
1975-present	American Association of Colleges for Teacher Education, Board of Directors, 1982-1983
1965-present	Florida Association for Supervision and Curriculum Development, President, 1981-1982
1965-present	Association for Supervision and Curriculum Development, Board of Directors, 1981-1982
1965-present	Phi Delta Kappa Honorary Education Society, President, Jacksonville Chapter, 1979-1980
1975-present	Florida Association for Teacher Educators, Board of Directors, 1976-1980
1960-present	Florida Council of Teachers of Mathematics, Vice-President, 1963-1965 President, 1965-1967 Chairman, Curriculum Committee, 1974-1976
1960-present	National Council of Teachers of Mathematics, Regional Director, 1965-1968
1960-present	Duval County Council of Teachers of Mathematics, President, 1962-1963
	Evaluation Committee, Southern Association of Colleges and Schools
1965-1970	Florida Association of Mathematics Supervisors, Chairman, 1970-1971

CURRICULUM VITAE - Daryle C. May

General Organizations and Awards

1980-present	Duval County School Board Teacher Center Council
1980-1983	Board of Trustees, St. John's Country Day School
1981-present	Duval County School Board Beginning Teacher Program, Chairman, 1981-1983
1981-present	Headmaster's Advisory Board The Bolles School
1979-1983	Board of Directors Learn to Read, Inc. Vice-President, 1980-1983
1974-1975	Outstanding Educators of America Award
1975-present	Board of Regents, Episcopal Diocesan Schools of Florida, Chairman, 1983-
1975-present	Board of Trustees, Jacksonville Episcopal High School, Chairman of the Personnel Policies Committee, 1979-
1970-present	Jacksonville Symphony Association
1970-present	Jacksonville Art Museum
1960-present	Jacksonville Vanderbilt Alumni Club President, 1962-1964
1965-1969	Board of Trustees, Riverside Presbyterian Day School, Jacksonville, Florida Secretary, 1967-1969
1965	Kiwanis Teacher Appreciation Award
1976-1978	Board of Trustees, St. Andrew's Episcopal Day School
1946-1950	Football, Baseball (Captain, 1950) Vanderbilt University

CURRICULUM VITAE - Daryle C. May

University Committees

1975-present	Curriculum Committee
1975-present	Faculty Administration Council
1978-present	Administrative Executive Council
1976-1977	Chairman, Student-Faculty Committee to Revise Faculty Evaluation Procedures
1979-1980	Presidential Search Committee
1978-1981	Chairman, Continuing Education Development Committee
1975-present	Chairman, Master of Arts in Teaching Advisory Council

Selected Publications and Papers Presented

April 1983	"Evaluating the Two Dimensions of Quality," Colloquium: Higher Education in the Eighties, University of North Florida
Spring 1982	The Beginning Teacher Program , Duval County School Board
Spring 1980	"Youth Alienation and School Responses," Trends in Social Studies Education
April 1976	"Personalities and Teaching," presented to the National Council of Teachers of Mathematics Convention, Atlanta, Georgia
October 1975	"The Influence of Perception in Mathematics Achievement," presented to the Florida Council of Teachers of Mathematics Conference, Miami Beach, Florida
June 1972	"Alternatives to Early Childhood Education," Jacksonville Magazine
August 1972	"The Urban Studies Program at Jacksonville University," Jacksonville Magazine
October 1972	"Learning to Learn," Jacksonville Magazine
1971	Dissertation: An Investigation of the Relationship Between Selected Personality Characteristics of Eight-Grade Students and Their Achievement in Mathematics, University of Florida

Grant Awards

1966-1967	Elementary and Secondary Education Act, Title I, "In-service Training for Inner City Secondary School Teachers," $264,000
1967-1968	Elementary and Secondary Education Act, Title I, "In-Service Training for Inner City Elementary and Secondary School Teachers," $255,000
1968-1969	Elementary and Secondary Education Act, Title I, "Individually Paced Instruction," $78,000
1974-1975	Education of the Handicapped Act, Title VI-D, Department of Health, Education and Welfare, "Training Personnel for Education of the Handicapped," $76,000
1979	Florida Endowment for the Humanities, "Youth Alienation in the Metropolitan Schools," $6,000
1979	Elementary and Secondary Education Act, Title VII, "Bilingual Education Program," $92,000

RESUME

WILLIAM T. MCFATTER

I. Personal Record

Address:	1015 Cordova Road Fort Lauderdale, Florida 33316
Phone:	Residence 305/523-8044 School Board 305/765-6271
Date of Birth:	May 2, 1926
Place of Birth:	Chipley, Florida
Height & Weight:	6 Feet; 155 Pounds

II. Family Record

Wife:	Edna Jean Brock McFatter
Children:	William T. McFatter III, Age 27 Clarence Gregory McFatter, Age 26

III. Health Record — Physical examination within last year. Health excellent. Slight limp, left leg due to WW II injury.

IV. Training Record

High School:	Marion Military Institute Marion, Alabama Graduated 1944
College:	University of Florida Gainesville, Florida B.S. Ed. 1947-49 M. Ed. 1951 D. Ed. 1970 Florida State University Tallahassee, Florida Six hours, summer, 1952

V. Experience Record

Teacher:	Chapman School Apalachicola, Florida Sixth Grade 1950-51 Science & Math 1951-52
Superintendent: (Elected Position)	Washington County Chipley, Florida

		January, 1953 - June, 1961 Reelected in 1956 and 1960 with opposition.
	Assistant Superintendent, Finance & Business Services:	Broward County 1320 Southwest 4th Street Fort Lauderdale, Florida July, 1961 - September 1966
	University of Florida: (Professional Leave)	September 1966 - July 1967
	Assistant Superintendent, Finance & Business Services	Broward County July 1967 - June 1968
	Interim Superintendent: (Appointed Position)	Broward County July, 1968 - February, 1969
	Associate Superintendent Finance:	Broward County 1969 - 1974
	Administrative Assistant to Superintendent:	Broward County 1974 - 1977
	Associate Superintendent Instructional Services:	Broward County 1977 - 1979
	Superintendent of Schools: (Appointed Position)	Broward County 1979 - 1984
V1.	Military:	U.S. Army 1944 - 1947
V11.	Additional Professional Experience:	Legislative Liaison Broward School System 1968-1979
		Federal Liaison Broward School System 1970 - 1973
		Administrator responsible for developing and passing the 1968, $108.6 million bond issue. Broward School System
		Consultant to Florida Legislature during development of Florida Education Finance Program, 1973.

Consultant to Florida Legislature during development of the Florida Accountability Act, 1976.

Chief labor negotiator, Broward School System, 1975.

Consultant School Based Management Workshop, School Board of Alachua County, Florida, 1974.

Presentor State Management Academy Workshop, School Based Management, 1982.

Consultant, Department of Education, Louisiana, School Based Management, May 23, 1983.

Presentor State Vocational Technical Adult Education Conference August 2 & 3, 1983.

Reactor, Superintendent - School Board Relations Joint Conference, Florida School Boards, Superintendent Associations.

Member state committee to develop Comprehensive Plan Guidelines, 1970.

Banquet speaker, National Urban Coalition, Washington, D. C., 1974.

Chairman, panel discussion "Circuit Breaker" Tax Concept AASA.

VIII. Other Experience:

Vice President, Florida Alumni Association, 1956.

Member, Board of Directors, Chiploa Junior College, 1953-1961.

Member of the Board of Directors, Florida Superintendent's Association, five years.

Charter member of Board of Directors, State Management Information System Council 1974-1978.

Treasurer, Heart Association, Washington County, Florida, 1953-1961.

Charter member and president Washington County Chamber of Commerce, 1956.

Board of Directors, Broward County, United Fund, three years.

Board of Directors, Junior Achievement, 1979 - .

Board of Directors, Boy Scouts 1980 - 1982.

Board of Directors Boys Clubs 1983.

Board of Directors Arts Museum 1979 - .

Member AASA 1953 - .

Member Phi Delta Kappa.

IX. Awards:

Veterans of Foreign Wars Voice of Democracy Award Citation, January, 1980.

Sales and Marketing Executives of Fort Lauderdale, Florida "Outstanding Management and Leadership."

Florida Department of Education School Volunteer Program Superintendent Award 1982 and 1983.

Florida Personnel and Guidance Association Award.

Florida Department of Education Office of Career Education for Support of Career Education, 1980.

X. Florida Certificate:

Rank I Florida Certificate Administration and Supervision, Community College.

References

Mrs. Marie Harrington
Broward County School Board Member
2714 Arthur Street
Hollywood, Florida 33020 Phone 305/920-1560

Mrs. Jan Cummings
Broward County School Board Member
3130 Northwest 108 Drive
Coral Springs, Florida 33065 Phone 305/752-3163

Dr. Clinton Hamilton
Executive Vice President
Broward Community College
225 East Las Olas Boulevard
Fort Lauderdale, Florida 33301 Phone 305/761-7404

Mr. William Cecil Golden
Associate Deputy Commissioner of Education
State of Florida
Department of Education
Tallahassee, Florida 32301 Phone 904-488-6539

Dr. John Carpenter
Associate Vice President for Academic Affairs
Dean of Advanced Studies
Florida International University
Tamiami Trail
Miami, Florida 33199 Phone 305/554-2455

J. Arthur Taylor
Division of Certification
State Department of Public Instruction

PERSONAL

Native of North Carolina

Born in Union County

Attended Union County Public Schools
Served in U.S. Army - Military Police with foreign service in Japan
Attended Wingate Junior College
Received B.A. Degree - Wake Forest University
Received M.Ed. Degree - University of North Carolina at Chapel Hill

FAMILY DATA

Married to the former Hilda Lee Funderburk of Union County
Twin Sons - Born August, 1957
Daughter - Born November, 1962

Residence: 5082 Langley Circle
Raleigh, North Carolina 27609

EXPERIENCE

Teacher, Principal, Assistant Superintendent - Franklin City Schools, 1953-56
Principal - Union County Schools, 1956 - 1960
State Department of Public Instruction - Certification Office since January, 1960.

- Converted manual Certification procedures to Data Processing, 1962
- Established National Teacher Examination (NTE) Certification requirements, 1964
- Assisted in establishing "approved" program approach to certification, 1965
- Developed weighted scale evaluation approach to certification, 1972
- Assisted in establishing Competency based teacher education guidelines, 1972
- Converted Data Processing Certification procedures to Computer procedures, 1972
- Represented the State in preparing and successfully defending the State in the Federal Justice Department's suit against the use of the NTE, 1974-75

. Coordinated the "Strickland" Commission's (N.C. Senate) study of the relationship between the Public and Non-Public schools, 1974-75
. Directed the evaluation of College and University programs of teacher education, 1977 - 1983
. Responsibility for and coordinated the validation of the NTE for Certification purposes, 1976, 1983.
. Initiated, authored, and got adopted the North Carolina "Quality Assurance Program" for professional personnel, 1978
. Guided the development of the Quality Assurance Program to implementation, 1978 - 1983.
. Directed Staff Development for State, 1981 - 83
. Initiated and assisted in developing two educational Consortiums in Charlotte - Mecklenburg and Winston - Salem/Forsyth public schools to prepare teachers leading to an additional certification, 1981 - 82
. Developed "Approved" In - service program procedures for non - public schools, 1981
. Developed and implemented "renewal by exception" for employed teachers to reduce clerical processing and unacceptable time delays, 1983
. Developed new Certification structure and secured adoption, 1983
. Developed and implemented total "In-field" service policies, 1983
. Developed and implemented "Endorsements" to certification to recognize minor areas of study for certification for minor areas of assignment, 1983
. Secured computer equipment and coordinated the planning of the use of such equipment to track records being processed in the Certification Office, 1984
. Coordinated the plans to use new computer equipment to provide direct access to Certification Computer files by the local school system, 1984
. Presently planning a State location computer file to enable prospective employees and employers to identify each other, 1985
. Developing a "Lateral" entry program for teachers to enter the North Carolina schools, 1985
. Member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) since 1960 (longest tenure of any present members)
. Active in the development and implementation of the Interstate Certification Contracts. North Carolina has been a member State its original development.
. Active participant in the Southeastern Council for the Improvement of Education. Activities of this Council have led to improved reciprocity in the Southeastern States with formal agreements among the States for Certification through reciprocity.
. Served as Consultant for improving teacher education in the NASDTEC Northeast region and the NASDTEC Far West region.
. Served as test Consultant for the State of West Virginia.
. Served as test Consultant for the State of Ohio.
. Serving as Consultant for the State of Florida in studying the involvement of Community Colleges in Teacher Education.

SUMMARY RESUME

J. Foster Watkins
569 Honeysuckle Road
Gainesville, Georgia 30501

404/535-6210 (Office)
404/536-8421 (Home)

Birthdate: 6/11/37
Birthplace: Phenix City, Alabama
Height; Weight: 6'2"; 200 lbs.
Family: Married to former Janice Preston;
Son, Brad, born 8/2/66
Daughter, Sally, Born 2/12/72

EDUCATIONAL BACKGROUND

High School

Baker High School, Columbus, Georgia, June, 1955

Postsecondary

Georgia Institute of Technology, Atlanta, Georgia
Bachelor of Industrial Engineering, June, 1959

University of Georgia-Columbus Center and Columbus College, Columbus, Georgia (Undergraduate Education Requirements), 1959-60

Auburn University, Auburn, Alabama
Master of Education, August, 1964
Doctor of Education, June, 1966
Major: Educational Administration and Supervision
Minors: Guidance and Educational Research

Additional Study and Professional Development Participation

Participation on a regular basis in workshops and other professional improvement activities. More than 30 such events have been attended since completion of the doctorate in 1966.

Annual attendance at two or more regional or national professional meetings.

Unofficial postdoctoral study on a credit and an audit basis at Auburn University and the University of Alabama. Focus of this study was on the Administration of Higher Education, including curriculum and instructional leadership.

Professional Participation

Continuing association with local education agencies, state departments of education, higher education institutions, and professional

organizations in research/staff/program/professional leadership activities and responsibilities.

Paper presentation and program participation at the local education agency and institution, state, regional, and national levels.

Professional writing and publication through pamphlets, research reports, articles, and sections in books. More than sixty such publications have been authored or co-authored.

EMPLOYMENT BACKGROUND

Baker High School, Columbus, Georgia

August, 1959 - May, 1964, Teacher of Advanced Mathematics and Trigonometry, Assistant Principal for Pupil Personnel Services, Counselor, Assistant Coach.

Auburn University, Auburn, Alabama

June, 1964 - August, 1965, Graduate Assistant to Dr. Max Abbott while completing residency requirements.

Avondale High School, DeKalb County, Georgia

August, 1965 - May, 1966, Assistant Principal for Instruction. (National Association of Secondary School Principals' Internship Program)

Regional Curriculum Project, Atlanta, Georgia

June, 1966 - September, 1967, Director of Research for a Six-State Study of the Curriculum Leadership Role of State Departments of Education. Title V Project administered by the Georgia Department of Education.

Southeastern Educational Laboratory, Atlanta, Georgia

September, 1967 - February, 1968, Director of Auburn Component.
February, 1968 - March, 1969, Alabama Field Representative.

Auburn University, Auburn, Alabama

March, 1969 - September, 1970, Assistant Professor of Educational Administration; Associate Director of Auburn Center for Problems Occasioned by the Desegregation of Schools (Joint appointment with Southeastern Educational Laboratory).
September, 1970 - September, 1972, Assistant Dean, School of Education.
September, 1972 - September, 1973, Associate Dean, School of Education.

Auburn University (Continued)

September, 1973 - June, 1976, Associate Dean for Instruction, Coordinator of Graduate Study and Associate Professor, School of Education.

University of Alabama, Tuscaloosa, Alabama

August, 1976 - October, 1976, Professor of Administration and Higher Education.
October, 1976 - November, 1976, Chairperson, Programs in Administration and Planning; and Professor of Administration and Higher Education.
November, 1976 - August, 1977, Interim Head, Area of Administration and Higher Education; Chairperson, Programs in Administration and Planning; and Professor of Administration and Higher Education.
August, 1977 - November, 1977, Chairperson, Programs in Administration and Planning; and Professor of Administration and Higher Education.
November, 1977 - August, 1978, Chairperson, Programs in Administration and Planning; Professor of Administration and Higher Education; and Executive Secretary of the Alabama Department of Elementary School Principals.
August, 1978 - September, 1981, Professor and Area Head, Curriculum and Instruction; and Executive Secretary of the Alabama Department of Elementary School Principals.
September, 1981 - June, 1982, Professor and Area Head, Curriculum and Instruction.
June, 1982 - June, 1983, Professor and Area Head, Curriculum and Instruction; and Director of Consortium for Overseas Student Teaching (COST).

Gainesville Junior College, Gainesville, Georgia

July 1, 1983 - Present, President.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer/affirmative
action employer

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

ERIC CLEARINGHOUSE
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